

# INSPECTION REPORT

## COURTLAND SCHOOL

Mill Hill, London

LEA area: Barnet

Unique reference number: 101271

Headteacher: Mrs A McClimont

Lead inspector: Mr G Cooper

Dates of inspection: 5 – 7 July 2004

Inspection number: 255897

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	212
School address:	Courtland Avenue Mill Hill London
Postcode:	NW7 3BG
Telephone number:	020 8959 3274
Fax number:	020 8959 7978
Appropriate authority:	The governing body
Name of chair of governors:	Mr Philip Wright
Date of previous inspection:	27 April 1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated in Mill Hill and it serves the local area and Edgware, on the outskirts of the London Borough of Barnet. The social and economic backgrounds of the pupils cover a full range but are above average overall. The school is average in size. Pupil mobility<sup>1</sup> is average. The number of pupils eligible for free school meals is in line with the national average. Just over half the pupils are from white British families, the rest from a range of mixed ethnic and minority ethnic groups including Chinese, Indian, Asian and Black British African. Of these pupils, few are at the early stages of learning English and many are bilingual. The main languages are Farsi and Gujarati. The pupils' attainment when they start in the Reception class is broadly average. The percentage of pupils identified with special educational needs is broadly average. Two pupils have statements of special educational need and this is broadly average. Most of those with special educational needs have general learning difficulties with some who also have emotional and behavioural problems. There are two pupils in public care. In 2000 and 2001 the school gained a School Achievement Award. It has also received two Healthy Schools Awards and the Investor in People award. The school is participating in the Department for Education and Skills Behaviour and Attendance Pilot Study. The turnover of teachers in the past three years has been very high.

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<sup>1</sup> Pupil mobility refers to pupils who join the school after the start of the Reception year or who leave before the end of Year 6.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23647	Mr G W Cooper	Lead inspector	Science Information and communication technology Art and design Design and technology Special educational needs
14214	Mrs G Smith	Lay inspector	
1963	Ms S Raychaudhuri	Team inspector	English English as an additional language History Geography Religious education
11419	Mrs P J Underwood	Team inspector	Foundation Stage Mathematics Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Courtland Primary School is an **effective** school with high expectations for its pupils. Value for money is **good**. All pupils make satisfactory progress in relation to their varied abilities because of good teaching. Standards in Year 6 are above average in mathematics and average in English and science. This represents good achievement. A good ethos is reflected in the pupils' good behaviour and attitudes. Leadership is good, being well supported by effective management and administration. The contribution of the governing body is very good.

### The school's main strengths and weaknesses are:

- standards in Year 6 are above average in mathematics and information and communication technology, art and design, history and geography;
- standards in Year 2 are below average in English because writing skills are underdeveloped;
- the school makes very good provision for pupils' personal development resulting in good behaviour and a positive attitude towards learning;
- the strong leadership of the headteacher, very good governance, and effective strategies for management ensure a calm working environment for learning;
- the quality of teaching is good, despite the high turnover of teaching staff;
- individual education plans for the pupils who have special educational needs have very general targets that are not sufficiently specific and inhibit progress.

Improvement since the previous inspection has been **satisfactory**, though standards are not as high. Circumstances have changed. There are increasing numbers of pupils with specific learning difficulties. In addition, more pupils speak English as an additional language, particularly in Year 6. The school has successfully addressed all the key issues arising from the previous inspection including ensuring better training for teachers, raising pupils' expectations and providing a more skills based curriculum for art and geography. Provision for information and communication technology and for children in the Reception class has been enhanced.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	A	C	B	B
Mathematics	A	A	A	A
Science	B	D	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good.** Individual learning needs are well met and nearly all pupils make satisfactory progress in relation to their ability. Pupils from minority backgrounds including those learning English as an additional language achieve well. Achievement is satisfactory for pupils with special educational needs. However, their progress is inhibited because their targets are too general. Most of the children in the Reception year achieve satisfactorily and are on course to attain or exceed the national goals for early learning in all areas by the end of the school year. In Year 2, the proportion of pupils attaining or exceeding the nationally expected level for their age is above the national average in mathematics and science but below average in English because of poor writing skills. Standards are above average in information and communication technology and in art and design. In Year 6, current standards in mathematics and science have improved since the 2003 tests but are lower in English. The school's results are at least as good as and sometimes better than similar schools.

**Pupils' personal qualities are good; their moral and social development is very good.** This results in good behaviour and positive attitudes towards school. Very good opportunities are provided for pupils to work co-operatively with others, to have responsibilities for younger pupils and to appreciate cultures other than their own. Attendance is good. Punctuality is satisfactory; however, a small number of pupils do not arrive on time.

### **QUALITY OF EDUCATION**

**The school provides a good quality of education.** Teaching and learning are **good**. The teaching is challenging, effectively motivating higher attaining pupils. Many lessons are brisk, motivating pupils to work hard. The management of the pupils' behaviour is good. Pupils with learning difficulties are helped by well-directed support. Provision is good for pupils learning English as an additional language. Effective support for all pupils ensures equality of access to the good curriculum, which is very well enriched by visits, visitors, and extra-curricular activities. The school provides very good care and knows its pupils very well. Guidance and support are good. Partnership with parents is very good and parents are encouraged to be actively involved in their children's learning. Links with the community are very good, whilst those with other schools are good, especially the local secondary school, which offers a variety of specialist sessions for pupils in Years 5 and 6. Taken together these features have a positive impact on the pupils' education.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher's strong leadership is particularly effective in ensuring the quality of teaching is maintained, despite the many staff changes. Other members of staff, especially the deputy headteacher make a valuable contribution to the running of the school and implementing improvements. The governing body plays a very important role in the work and life of the school, helping to shape its future, challenging the staff and gaining a very good overview of the effectiveness of planned developments. Because the school is well managed, it runs smoothly, creating a good climate for teaching, learning, and achievement. All statutory requirements are met.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' views of the school are very positive. Parents appreciate the concern given, particularly by the welfare officer, to individual children's needs. Pupils also have positive opinions about their school and are happy and well motivated.

### **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Raise standards in writing across the school.
- Improve the effectiveness of the targets in the individual education plans for pupils with special educational needs.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is **good** overall. It is satisfactory for the pupils in the Reception year and in Year 2. It is good in Year 6. Children in the Reception year are well on target to achieve the goals expected for their learning. Pupils in Years 1 and 2 attain standards that are above average in mathematics, information and communication technology, science and art and design. Overall, standards in Year 2 in English are below average because of underdeveloped writing skills. Pupils in Years 3 to 6 attain above average standards in mathematics, information and communication technology, art and design, geography and history, and average standards in English, science and the other non-core subjects inspected.

#### Main strengths and weaknesses

- Achievement in mathematics, science and information and communication technology is well promoted throughout the school.
- Throughout the school, pupils' speaking, listening, and reading skills are frequently good but skills in writing are not as strong.
- The school has successfully addressed the issue from the previous inspection regarding achievement and skill development in art and design and in geography.
- Pupils learning English as an additional language achieve well.
- While pupils with special educational needs make satisfactory progress, the broad and over-general targets in their individual education plans do not give them enough to aim at.
- Pupils have a good understanding of the nature of scientific investigation but lack confidence in using the language of science.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
Reading	17.6 (18.7)	15.7 (15.8)
Writing	15.3 (16.4)	14.6 (14.4)
Mathematics	16.8 (18.8)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

1. Although the school's National Curriculum test results for pupils in Year 2 were not as good in 2003 as they were in 2002, the trend of improvement over the previous five years is better than the national trend. In 2003, results in Year 2 were well above average in reading and above average in writing and mathematics. The results of teacher assessments in science were average. With a different group of pupils, more of them learning English as an additional language, and more pupils with special educational needs, the proportion of pupils currently in Year 2 attaining the nationally expected levels in English is smaller than in the majority of other schools. Those learning English as an additional language are doing well but need more time to attain the expected national standard, particularly in writing. The proportion in Year 2 in mathematics and science is currently broadly average. There is very little difference between the standards achieved by girls and those achieved by boys.
2. The proportions attaining or exceeding the expected level for their age in National Curriculum tests for pupils in Year 6 in 2003 were broadly similar to those in 2002 but are smaller than the high point in 1999. The school trend of improvement in these proportions is now below the national rate of improvement. This reflects the changing nature of the school population with



an increasing number of pupils learning English as an additional language and more having special educational needs. Unusually in Year 6, and contrary to the national trend, boys are performing rather better than the girls, although the difference is not significant. Girls continue to perform better compared to girls nationally. Current standards in mathematics in Year 6 are above average while in English and science they are average. Standards in science are beginning to improve because there is more emphasis on practical and investigative work. However, a lack of fluency in the use of scientific language continues to hold up progress.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27.6 (27.4)	26.8 (27.0)
Mathematics	28.3 (28.8)	26.8 (26.7)
Science	28.7 (27.9)	28.6 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

3. Children in the Reception year make satisfactory progress as they work towards the national goals for early learning. They are well settled and they relate effectively to adults and to each other. Skills of speaking and listening improve quickly. Early knowledge of letter sounds and skills in word recognition are developing well. Progress in writing is less assured. This mainly reflects the language needs of pupils' whose home language is not English and of those identified as having special educational needs. Progress is beginning to improve in writing because of recent action taken by the school. Progress in early numeracy skills is rather brisker and children are on course to achieve the national goals in mathematical development by the end of the school year. Children make expected progress in knowledge and understanding of the world, in creative and physical development. Their achievement is satisfactory overall.
4. Achievement is satisfactory in Years 1 and 2 where above average standards in mathematics and science are counter-balanced by below average standards in writing. The school has had difficulty overcoming a legacy of lower achievement in writing. Pupils in Years 1 and 2 have good mental recall strategies for numeracy. They successfully develop skills across the broad range of the mathematics' curriculum. In science, they are given plenty of practical opportunities that engage them in thinking creatively about what science is. Not only do they develop good knowledge but they also begin to understand how scientists work. They are starting to make effective use of their information and communication technology skills for learning. They enter text and data efficiently, using these skills across a range of other subjects. In art and design, they understand about the use of line and colour, exploring a range of media to reflect their growing maturity of artistic ideas. In other subjects where judgements were possible, achievement is satisfactory and standards are average. This includes achievement in religious education, where standards match the expectation of the local syllabus.
5. Overall, achievement is good in Years 3 to 6. Standards in English have improved to average while standards in mathematics, information and communication technology, art and design, history, and geography are above average. However, in science, while practical skills and understanding are good, a lack of confidence in the use of scientific vocabulary hinders pupils' ability to discuss and record their findings. Pupils are not yet rigorously taught to use subject specific vocabulary to explain what they know and understand. Skills in speaking and listening and in reading are good and well used. Writing skills, although still not as precise as could be expected, are improving. All literacy skills are effectively used to support learning in other subjects, especially in science, geography, history, and religious education. This use of writing is a considerable element in achievement that is good overall. Despite this, school tracking of pupils' improvement from Year 2 to Year 6 shows a significant number of pupils who have not made the expected progress in writing. This can be partly attributed to a rapid turnover of staff, especially in the Years 3 to 5, but also to the extra difficulties some pupils face learning

English as an additional language. Good progress is being made in mathematics and many numeracy skills are well used to support learning in science and geography. Progress is equally good in information and communication technology. Very effective use of the computer suite has given strong support to the continued development of information and communication technology. By Year 6, pupils have a comprehensive understanding of a full range of skills across the information and communication technology curriculum. The progress made over time by the school in developing the curriculum has successfully addressed the shortcomings identified by the previous inspection in art and design and in geography. The school has consulted widely about skill development in these areas and has ensured through the professional development of staff and subject guidance that all members of staff understand what is required. Pupils' skills are now being developed progressively so standards achieved are better than expected for their age, especially in Year 4. Art and design is a main strength of the school.

6. An increasing number of pupils are joining the school with a home language that is not English. The school copes well with the complexities of this and these pupils make good progress. They are frequently among the highest achievers once they are confident in the language of the classroom. Pupils with special educational needs get good day-to-day support to address their needs, both from the teacher and from learning support assistants during lessons. However, targets on their individual plans for learning are very broad and do not give teachers and learning support assistants the very focused and precise guidance these pupils need to make effective and measured progress. The school is very aware of its brightest pupils, those who have special gifts and talents. However, there is no strategy for formally identifying and providing for this small number of pupils.

### **Pupils' attitudes, values and other personal qualities**

Attitudes and behaviour are **good**. Very good opportunities are provided for pupils' personal development. Attendance is good. The overall provision for pupils' spiritual, moral, social and cultural development is very good.

### **Main strengths and weaknesses**

- Procedures to monitor and promote pupils' attendance are very good.
- Pupils' good attitudes and behaviour have a positive effect on their learning.
- Relationships at all levels are very good.
- Pupils are very confident and very keen to take responsibility.
- Pupils' moral and social development is very good because the school sets high expectations for pupils' conduct.

### **Commentary**

7. Pupils have good attitudes to learning in lessons and all listen attentively. They are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest and challenging tasks, which ensure that all pupils have the opportunity to achieve well.
8. Standards of behaviour are good throughout the school. As the school's code of conduct has been developed in agreement with pupils and staff, all pupils understand the school rules and are fully aware of the high standards expected and insisted upon by all staff. Because pupils with special educational needs get good adult support, they continue to have positive attitudes to their tasks and to other pupils. They behave and concentrate well. There have been two exclusions, both at lunchtime, in the current year. A very small number of pupils find it difficult to live up to the school's high expectations of their behaviour.
9. The personal development of pupils is strengthened by their very good relationships with their teachers and peers. They are encouraged to become independent and willingly take on a

range of responsibilities suitable for their age. Responsibilities range from taking decisions at school council meetings to carrying out duties around the school. Pupils take their responsibilities of living in a community seriously and achieve well, showing increasingly good levels of maturity. They play harmoniously together and work very well in small groups, because the school fosters a spirit of co-operation. For example, in Year 2 lessons, pupils worked very well together, accepting each other's views for improving their performance during summing up sessions.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	109	2	0
White – Irish	6	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	2	3	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	9	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	11	0	0
Chinese	4	0	0
Any other ethnic group	6	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

- Although attendance has been consistently above the national average for several years, the school is keen to improve it further. Punctuality is satisfactory. The welfare officer maintains meticulous records and this enables her to monitor the attendance of every pupil very closely. She identifies emerging trends very quickly and contacts parents if any absences are unexplained. The school regularly reminds parents of the importance of regular attendance. All parents who want to book a family holiday during the school term are strongly discouraged from doing so. However, despite the school's best efforts, some term time absences for family holidays prevent attendance from being very good overall.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.4%	School data	0.3%
National data	5.4%	National data	0.4%

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

- Provision for pupils' social and moral development is very good, and has been maintained since the previous inspection. Pupils have a good understanding of right and wrong. They show respect for people and property because teachers and learning support assistants help them to understand what is acceptable. The mutual respect that exists between staff and pupils reflects the emphasis placed on the importance of working together. Members of staff

provide a very positive lead in engendering very good relationships by giving praise and encouragement at every opportunity, as well as acting as good role models.

12. The good ethos of the school helps to promote spiritual development. The school motto 'Everybody can be somebody' is a constant reminder to pupils of their worth and self-esteem. Subjects such as personal, social and health education, music and art and design make a good contribution. Spiritual development is supported well through music, art, and many opportunities for reflections during the school day. It is not sufficiently embedded in other lessons or in assemblies, which tend to concentrate on moral and social issues.
13. Cultural development is good. The school celebrates its cultural diversity and that of the wider community. Religious education with its multi-faith curriculum makes a significant contribution to pupils' understanding of different cultures. A wide range of enrichment activities in art, music, and theatre contribute to pupils' experience of both European and non-European cultures.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are good. The curriculum is good and very well enriched. Pupils' care, welfare, health and safety are very good. Links with parents are very good.

### Teaching and learning

Teaching is **good** overall. Pupils learn well as a result. Assessment is **good** and mostly well used.

### Main strengths and weaknesses

- While the teaching of permanent members of the staff is a major strength of the school, temporary teachers do well to maintain a good quality of teaching. Teaching assistants provide stability and very good support.
- The good learning of pupils is a reflection of their positive attitudes and behaviour and their interest and involvement in lessons.
- Assessment of pupils' progress is good and well used, except in the preparation of specific and very precisely focused targets for pupils with special educational needs.

### Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	18	4	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

### Commentary

14. The quality of teaching is good. More than half of the lessons are of good quality and almost one lesson in four is very good. This is despite the high turnover of teaching staff. The maintenance of this quality of teaching is largely due to the school's induction, support, and mentoring of temporary staff. Parents say that there has been some disruption caused by the frequent changes in teacher and this is evident in the work of some pupils. During the inspection, the quality of learning was good. Pupils were well involved in their tasks, attentive and interested, successfully producing a good volume of well-finished work. Much, but by no means all, of the very good teaching was the work of longer-term and permanent members of staff, especially in Year 6. This remains a major strength of the school. The very good lessons were vigorous and confident, ensuring that pupils were very well engaged in the work. One result of the very good teaching is the high volume of well-completed tasks. This is a considerable factor in pupils' good achievement. A measure of stability in the classroom is

given by learning support assistants. They have worked at the school longer than many teachers and their skills are used very effectively.

15. The teaching of literacy and numeracy is good overall. In almost all respects, pupils learn well. They acquire and put to use good speaking, listening, and reading skills. This is also the case in number work. However, a legacy of less adequate development of writing skills continues to hamper pupils' progress. The school put a great deal of focus on the development of writing, with incomplete success. Assessments indicate that a number of pupils have not made the nationally expected progress in writing between Year 2 and Year 6. Some of these pupils have special educational needs. They are taught well and given good support through modified tasks. However, their targets in their individual education plans are too general to help them and the members of staff gauge their progress. Pupils learning English as an additional language receive good support and they make good progress, especially when they are more familiar with the language of the classroom and the day-to-day routines established.
16. Pupils are good learners because they bring to bear a good range of effective learning skills. They listen well, work together well, and behave sensibly, ensuring that everyone in the class can focus and concentrate on the task in hand. The teacher, then, needs to waste no time unnecessarily on maintaining order. All members of staff expect high standards of behaviour but this is a major strength in Years 1 and 2. There is also a consistent expectation that all pupils will be involved in the learning, whether the pupil is boy or girl, finds learning easy or difficult and whatever background they come from. A particular feature in this is the way teachers plan tasks to take account of pupils' prior learning and modify tasks according to need. The one exception to this is that although tasks are specifically modified for pupils with special educational needs and these pupils get good support from additional adults in the classroom, the targets set for their learning are too broad and general. As a result, they are not as helpful as they might be in identifying what progress is necessary and how successful the teaching is being.
17. A measure of pupils' strong personal development lies in the way they work independently when required and in the way they work co-operatively when this is appropriate. As a result, the pupils complete their tasks and their work is orderly and tidy. Only occasionally, pupils with difficulties acquiring basic literacy skills find it difficult to complete tasks in the time allocated. Most teachers mark work effectively. Some marking is of the highest standard giving pupils praise, acknowledgement and recognition but also ensuring that pupils know what is expected of them next to increase their learning. Good whole school strategies are in place to regularly check up on pupils' progress. This is done through a range of testing procedures. The school is quick to identify who is making better than expected progress and who is struggling with progress. The information gathered is well used to generate specific tasks for different levels of progress. It is also used to support strategies for identifying who is in need of special support because progress is faltering.

## **The Curriculum**

Curricular provision is **good**. Opportunities for enrichment are **very good**. Accommodation and resources are **good**.

### **Main strengths and weaknesses**

- Many visits, visitors, and extra-curricular activities enrich the curriculum.
- Pupils with English as an additional language receive good support.
- Provision for pupils' personal social and health education is very good.
- Accommodation is good, particularly the recently developed outdoor area for the Reception year.

## Commentary

18. The curriculum meets requirements for all subjects, including those of the locally agreed syllabus for religious education. All curriculum issues from the previous inspection have been appropriately remedied. Children in the Reception year enjoy a good curriculum, which provides them with a wide range of activities in all areas of learning. In Year 1 to Year 6, numeracy and literacy strategies have been implemented but amended to meet the needs of all the pupils. Teachers plan a very effective broad programme of personal, social and health education, including sex and relationships education and drugs awareness. The school is inclusive<sup>2</sup> in its approach to offering all pupils access to activities and equal opportunities.
19. Curricular provision for pupils with special educational needs is satisfactory. The school provides individual plans for pupils' learning and the targets in these plans are loosely appropriate to the needs of the pupil. However, these targets are very general in nature, which makes it difficult for adults and pupils to measure the progress being made day-by-day. Teachers and learning support assistants know these pupils well and are effective in creating a supportive learning environment for them.
20. Although the school is very aware of pupils who are gifted and talented, there are no procedures in place to formally identify them. So, there are no strategies for providing additional challenge for this small group of pupils.
21. All subjects have schemes of work devised from national guidelines. The lack of schemes was an issue highlighted in some subjects by the previous inspection and this has now been remedied. Topics are planned individually for each year group so pupils can build on their previous knowledge. Plans are regularly evaluated and amended to more closely meet the needs of the pupils. Meaningful links are made between subjects: for example, good use is made of information and communication technology to record data in science and geography.
22. Teachers provide a rich and varied programme of learning opportunities for all pupils including a wide range of extra-curricular sporting activities, often led by outside agencies. Enrichment opportunities includes a number of visits to places of interest such as the local church, museums, a residential experience, visiting theatre companies and various workshops. Along with exploring the local environment, these opportunities enhance the pupils' curriculum and increase their knowledge of the world around them.
23. Although some teachers are temporary, they are all dedicated and enthusiastic. They work well with the support staff to provide pupils with a good quality of education. All of these adults are well deployed to meet the demands of the curriculum and to support pupils' learning needs. Work is attractively displayed in classrooms and corridors, demonstrating pupils' skills in many areas. Accommodation and resources across the school are good. Although the school has a playing field, continual use is difficult because a road separates the field from the rest of the school. This has some impact on achievement because of timetabling difficulties. The children from both the Reception and Year 1 classes now have access to a stimulating outdoor area; an issue addressed well from the previous inspection. The achievement of the youngest children in the school benefits from a fuller and more meaningful curriculum as a result.

## Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are **very good**. The school provides **good support**, advice, and guidance and involves pupils well in its work and development.

## Main strengths and weaknesses

- Pupils trust the known adults in the school.

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<sup>2</sup> Inclusion refers to meeting the educational needs of all pupils, whatever their gender, ability or background.

- Teachers track pupils' progress closely and provide good educational support.
- Children entering the Reception year are sensitively introduced to the school's routines.
- The school encourages pupils to voice their opinions and acts upon them whenever it can.

### Commentary

24. The strengths in care, support, and guidance noted in the last inspection report have been maintained. Health, safety, and child protection procedures are comprehensive and members of staff are fully aware of their responsibilities.
25. During discussions, pupils say that they feel that they are very well looked after at school and that they would not hesitate to seek help or advice, if they needed it. Pupils for whom English is an additional language share this positive view and say that they feel well supported. Pupils who feel ill during the school day are very well looked after and there is a very good awareness of the needs of pupils who have specific medical conditions. Detailed pastoral records help members of staff to monitor pupils' day-to-day welfare and to provide additional support as and when the need arises.
26. Pupils with special educational needs are well supported. They are well cared for. The support given ensures that they remain enthusiastic about schoolwork and school life. Pupils get good guidance and advice because the school has implemented the national code of practice well and it is quick to seek the support of outside bodies with specific expertise. However, the results of pupil assessments are not used sufficiently well to define precisely what pupils' realistic and achievable targets should be from one review of their needs to the next.
27. Links between home and school are close. For example, home visits are offered to all prospective parents of children entering the Reception class. This provides an opportunity for everyone to get to know each other at an early stage, helping new arrivals to settle down quickly. The subsequent assessment of children's work is thorough and the information gained is put to good use when helping them to make progress.
28. The school encourages pupils to express their views and incorporates them into plans whenever it can. The school council meets regularly and provides a valuable forum through which pupils can discuss specific issues. For example, class representatives have recently revised the school rules and code of conduct, and have helped to re-organise the way in which the playtime equipment is used.

### Partnership with parents, other schools and the community

Links with parents and the community are **very good**. Links with other schools are **good**.

### Main strengths and weaknesses

- Parents provide very good support for their children's learning.
- Close links with the community and other schools enrich the curriculum and promote pupils' personal development very effectively.
- Parents receive very good information about the school and the progress that their children are making.
- The school actively seeks parents' views and procedures to deal with any concerns and complaints are very good.

### Commentary

29. Links between the school and parents are close and mutually supportive. The school is very popular and over subscribed. Most of the parents are keen to help their children in any way they can, ensuring they attend school regularly and arrive in a good frame of mind for learning. Parents provide outstandingly generous support for the school association raising very

significant sums of money. These are used to improve the facilities and enrich the learning resources. In addition, some parents volunteer to help during the school day and support activities such as reading and swimming. The school makes good links with parents and other bodies that benefit provision for pupils with special educational needs. Parents are fully consulted about initial identification of special educational needs and they then get regular updates about modification of targets. Attendance at the annual review meetings for special educational needs is very good. Good links are made with other educational, medical and social bodies to enhance the provision made for pupils.

30. A wide range of visitors contributes to school life. Representatives from numerous organisations visit to tell the pupils about their roles in society. These include serving police officers and fire fighters, as well as individuals from national charities. These initiatives help pupils to become familiar with the wider world and have a positive effect on the pupils' personal development and achievement.
31. Parents receive very informative weekly newsletters and have regular opportunities to discuss their children's progress with their teachers. Pupils' annual reports are detailed but some of the descriptions of pupils' achievements are written in educational terms and are not easily understood. The school has the ability to produce documents for parents in community languages where this is relevant.
32. The school actively seeks parents' opinions and encourages them to be open and frank about voicing any suggestions or concerns. Although parents attending the pre-inspection meeting were critical of several aspects of the school's work, analysis of the widely circulated questionnaire shows that parents as a whole have few concerns. A forum for parents has recently been established and members have been reviewing the school's code of conduct and policy for behaviour. In addition, the school is currently reviewing the format of pupils' annual reports and is asking parents about the information they would like to have included.
33. Most of the pupils transfer to Mill Hill High School at the end of Year 6 and close liaison between the various members of staff helps to ensure that this move goes smoothly. A good range of 'Master Classes' is held for pupils in Year 5 and 6. Everyone has the opportunity to attend at least one session. Transition projects in English and mathematics are undertaken and pupils are able to spend one day at the high school during the term before they move up.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The governing body is very good, ensuring that legal requirements are met in full. The school is well led and managed.

### **Main strengths and weaknesses**

- Governors are very committed to the work of the school; their wide range of skills and experience strongly influence the decisions they have to make.
- The headteacher ensures a well-focused sense of direction for the work of the school; she is very well supported in this by the deputy headteacher.
- Current circumstances compel the school to have a large number of teaching posts filled by temporary teachers: effective management strategies for supporting these staff have helped the quality of teaching to remain good.
- Good policies and procedures for managing the school ensure it operates smoothly day-to-day.
- The school spends a relatively low amount on the education of each pupil: the successful outcomes of the school's provision means that it gives good value for money.



## Commentary

34. Governors are very knowledgeable about their role. They are determined that the school will work efficiently and effectively in the best interests of pupils and those employed there. Governors are well placed to shape the future direction of the school. They know the school well and understand its strengths and areas for development. They have a particular concern to reduce paperwork and administration by insisting essential documentation is created and used electronically, ensuring that members of staff have more time for effective teaching. Their annual report to parents is innovative, capturing in a nutshell what parents need to know. Governors are closely involved in essential school functions such as budgeting, development, and strategic planning and performance management. The school is fully compliant with the race relations legislation and closely monitors any racist incidents.
35. The headteacher and deputy headteacher make an effective team. The strength of their teamwork gives stability to the school at a time of rapid turnover of staff. This turnover of staff has existed since the previous inspection. Governors are determined that they will not appoint to a permanent post any teacher who has not proved their effectiveness. Few apply for permanent posts because of local circumstances. Consequently, the school has a large number of teachers on short term and temporary appointments. The school is very good at supporting these staff. Very good strategies for management of the curriculum, for induction of staff and mentoring temporary teachers ensure that the quality of teaching remains good and pupils learn well. As well as the stability given to the school by the headteacher and deputy headteacher, pupils are able to make longer-term relationships with a very skilled group of learning support assistants and with the welfare officer.
36. The leadership of the headteacher and deputy headteacher inspires all other staff, permanent and temporary, to work effectively together ensuring a well-managed school. However, although some subject leadership roles are very well established and effective, constant turnover of staff makes it difficult to get continuity in these roles in all subjects. The management role for special educational needs is new to the member of staff. The national code of practice for special educational needs is well and effectively implemented. The co-ordinator has a good grasp of management needs. She knows that the main point for development in special educational needs is the refinement of targets on pupils' individual learning plans. School improvement planning is very effective and well supported by a longer-term strategic management plan. This is very effectively tied into the continuous professional development of staff and their performance management. Members of staff are well mentored and monitored and they get good support in their development. Performance management and improvement planning are closely tied into the school's strategies for planning and managing its budget. A comparatively low amount of money is spent on the education of each pupil for a school in a London borough. This is compensated for, to some extent, by the generous support of parents who are adept at finding a wide range of means to raise funds that benefit the resources of the school. Recent donations have provided many books for the school library, for example. The school is very good at including all pupils in the opportunities it provides. Pupils from the many different cultural and ethnic backgrounds are well included. In the vast majority of cases, pupils with different abilities are enabled to reach their potential.
37. The governors make wisely informed spending decisions with the strong guidance and support of school management. The current balance carried forward is reducing and the balance is earmarked for capital developments. Given the successful outcomes of the school's provision and the amount of money spent on each pupil, the school provides good value for money.

### **Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	531,713	Balance from previous year	67,195

Total expenditure	541,584
Expenditure per pupil	2,519

Balance carried forward to the next	57,324
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

38. The provision in the Foundation Stage is effective and gives the children a good start to their education. Admission to the Reception class is in September before their fifth birthday. Most of the children have had some pre-school experience. The children's attainment when they start in the Reception class is broadly average. An increasing number of children enter with special educational needs. The proportion of children with English as an additional language is also increasing. Most children are on course to attain, and occasionally exceed, the national goals for early learning by the end of the Reception year. The exception is writing, where the less able children have difficulty attaining the national goals. Achievement for all children including those with special educational needs is satisfactory whilst those for whom English is an additional language achieve well.
39. The quality of teaching in the Foundation Stage is good overall. The teacher understands the needs of this age group and provides them with a wide range of worthwhile experiences in all areas of learning. Provision is closely linked to the national stepping-stones for early learning. A good range of topics is planned, well enriched with visits and visitors. Tasks are closely related to the needs of all children and taught in small groups. This gives everyone access to the tasks and helps them to concentrate. Questioning is used effectively to encourage children to explore language and extend their vocabulary. Good relationships give children confidence to respond to adults and share their opinions and thoughts. There is a good balance between taught sessions and free-choice activities. In spite of the teacher's high expectations of good behaviour, a very small number of children find it difficult to live up to her expectations. Assessment is used effectively to help planning and ensure all children are appropriately challenged.

### **Personal, social and emotional development**

Provision in this area is **good**.

### **Main strengths and weaknesses**

- A wide range of opportunities helps children develop appropriate skills.
- In spite of the teacher's high expectations of good behaviour, a very small number of children find it difficult to concentrate well on their tasks.

### **Commentary**

40. Most of the children are on course to attain the national goals for early learning by the end of the Reception year and they are achieving well. The majority of children live up to the teacher's high expectations of good behaviour. A very small minority of them, however, sometimes struggle. Overall the children understand the routines and settle quickly to tasks. The majority of them are well focused and interested, concentrating for long periods when working independently. A calm working atmosphere pervades the area. Children are happy and confident to respond to adults' questions. They know they must take turns and listen to each other. Sometimes they get over excited and call out, detracting from the learning experience. The well-developed teamwork of the adults provides the children with a good role model of co-operation, which they try to emulate in their role-play and activities. The majority of children play well together, sharing and helping each other.

## **Communication, language and literacy**

Provision in this area of learning is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good in the main, particularly when sharing books and the children are developing a love of reading.
- Every opportunity is used to extend vocabulary and develop speaking and listening skills.
- Strategies for working out unfamiliar words are underdeveloped.
- Many opportunities are provided for children to explore early writing skills; sometimes the adult directed sessions are too formal and inhibit progress.

### **Commentary**

41. The majority of children are on course to attain the national goals for early learning by the end of the Reception year but the less able children find this difficult to achieve in writing. Children are making good progress developing their language skills, reflecting the many opportunities provided for speaking and listening. Most children are confident articulate speakers, often replying to questions using complex sentences. They enjoy listening to stories and sharing books. During a session in literacy they demonstrated how well they could predict what might happen in the story and joined in the repeated passages with enthusiasm. Reading is given a high priority within the classroom and this motivates the children to enjoy and appreciate the written word. The higher attaining children read accurately. The lower attaining children are just beginning to recognise familiar words. They have yet to develop strategies for working out unfamiliar words. Children are encouraged to explore writing through independent and self-chosen activities and they generally make good progress in developing skills in these activities. Adult led writing sessions tend to be too directed. This reduces motivation to write at length and narrows the opportunity for children to use their imaginations and to compose their writing for themselves.

## **Mathematical development**

Provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- Developing an understanding of number is given a high priority.
- A wide range of activities are planned that support learning in this area.

### **Commentary**

42. Children are on course to attain the goals for early learning by the end of the Reception year and they are achieving well. They enjoy number challenges and recognise numbers to 10. There was great excitement when the teacher played a game where they had to guess the shape. They waited with bated breath for the next one to be revealed. The majority knew the names of both two and three-dimensional shapes and their properties. Tasks are very closely matched to children's needs so all can achieve, regardless of ability.

## **Knowledge and understanding of the world**

43. Most children are on course to attain the early learning goals and they are achieving well. A wide range of topics is provided that help the children begin to appreciate the world around them. Topics have included the family, people who help, the local environment, and water. The children were fascinated by books about pond life and enjoyed the creative activities that linked to this topic. Computers are regularly used in the classroom. Children's control of the mouse and cursor are varied but satisfactory overall.

## Physical development

44. Because of good teaching and high expectations, most children are on course to attain the early learning goals by the end of the Reception year. The achievement of most of them is broadly consistent with their potential. In a challenging lesson, children tried to dribble a ball between markers, which is fairly difficult for children of this age. They responded with great effort and eventual success. Outdoors, the children have access to a range of activities, not just for physical development but other areas of learning. The area is properly resourced as an extension of the classroom and this is an improvement since the previous inspection when there was no outdoor area for Reception children.

## Creative development

45. Although no direct teaching was observed in this area of learning, many children are on course to attain the early learning goals by the end of the Reception year. Children enjoy creative sessions and are enthusiastic about the tasks set. Work displayed showed the range of media children had used from paint to collage using natural objects.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Teaching and learning are good and pupils are achieving well.
- Standards in reading, speaking and listening in Year 6 are above average.
- Standards in writing are below average in Year 2.
- Pupils with English as an additional language achieve well because of the effective support.
- The subject is well led and priorities are carefully identified.

#### Commentary

46. When compared nationally and with similar schools the pupils' results in Year 2 in the national tests in 2003 were well above the national average in reading and above average in writing. For Year 6 pupils in 2003, the standards were above average for all schools and similar schools.
47. Standards in English have been fluctuating in Years 2 and 6 over recent years. Current standards are not as high as in 2003 and, for Year 2, they are lower than those found at the time of the previous inspection. Nevertheless, nearly all pupils are achieving broadly in line with their potential. Overall, standards in the current Year 6 are average. The proportion of pupils attaining the expected level for their age is greater than typically found. Fewer than is typical exceed the expected level, mostly reflecting the number of pupils with English as an additional language. These pupils are doing well but need more time to become fully fluent in English and attain to their potential as shown by performance in other subjects. In Year 2, standards are average in reading, speaking and listening but below average in writing. Several of the pupils in the early stages of learning English as an additional language joined the school this year. They are making good progress in learning English because of the good support provided by the teachers and learning support assistants. School tracking of pupils with special educational needs indicates that some have not made expected progress in writing from Year 2 to Year 6. This is a matter already identified in the school improvement plan. School analysis of its own performance data has identified that progress in writing is lagging behind other areas of literacy. Development priorities have been identified and targets for improvement set.

48. Pupils achieve well because of good teaching. The pupils in Year 6 receive very effective teaching. They have been able to make up for any disruption to learning experienced in earlier years because of the high turnover of teachers. They have achieved well during the current year. Many of the pupils with English as an additional language are fluent speakers of English. Even so, a substantial minority are at early and intermediate stages of English acquisition. The pupils with English as an additional language achieve well and they are fully represented in the higher attaining groups.
49. Pupils in Years 3 to 6 achieve well in speaking and listening. The number of pupils with English as an additional language has been rising and the school has introduced many opportunities for discussion and for drama related activities. Pupils respond to them with enthusiasm. From an early age, most pupils contribute well to discussion and drama. The activities provided by the teachers are stimulating, capturing the interest and imagination of the pupils. In a very good Year 6 English lesson the teacher provided a range of activities, including acting out the emotions of the main character through movements and facial expressions, followed by a discussion about words that show feelings. The brisk pace, challenging tasks on comparing and contrasting the characters in the writing of two different authors and focused questioning enabled the pupils to make very good progress. Speaking, listening, and reading skills were developed well in the lesson.
50. The school's priorities are strongly focused towards reading and writing, with stimulating displays in all classes and in corridors. Pupils regularly read individually to adults, both at home and at school: an important feature leading to good achievement in reading. The standard of reading is above average in Year 6.
51. The school has already identified writing as an area of development as standards in writing are lower than in reading. Some of the difficulties identified were the result of inconsistencies in teaching, because the school had not had a stable and effective staff. Pupils are benefiting from regular assessment of writing and effective marking, which now tells them how to improve their work. Pupils in all year groups learn to write for different purposes and audiences. Handwriting and spelling are generally good.
52. Teachers use assessment well to check pupils' reading, writing, and spelling skills. The information is used effectively to help teachers' plan tasks to meet the needs of all pupils. Teachers consistently make use of evaluation by pupils at the end of each lesson. This helps them to recap their own learning.
53. Subject leadership and management are good with strong commitment to improvement. The subject leader has made good progress in identifying priorities for the subject, some of which have been achieved. Members of staff, including temporary teachers, have a much clearer idea of how to give effective support to pupils in the development of their writing skills. Improvement since the previous inspection has been satisfactory.

### **Language and literacy across the curriculum**

54. Literacy has been well developed through pupils using their reading and writing skills to support work in other subjects. A very imaginative use of literacy in art and design was seen in Year 6 where the pupils produced information leaflets on various birds they sketched or painted. Information and communication technology is promoted well through English; pupils use word-processing skills effectively to present their work with graphic illustrations.

## MATHEMATICS

Provision for mathematics is **good**.

### Main strengths and weaknesses

- Standards in mathematics are above average in Year 2 and Year 6.
- The quality of teaching is good, leading to good learning and achievement.
- Very good relationships give pupils the confidence to explain their answers.
- Although assessment is well used to track progress, it is not used as effectively to provide pupils with individual targets.
- An over-reliance on worksheets in Year 2 reduces pupils' opportunities for independent learning.

### Commentary

55. In the 2003 National tests in Year 2, a relatively large proportion of the pupils attained the nationally expected level but only a small proportion exceeded that level. Current standards in Year 2 are slightly better than the 2003 results with all pupils attaining the expected level, though still only a small proportion attaining the higher level. Children are learning in line with their capacity for learning. The large proportion of pupils with special educational needs, together with those with English is an additional language, have done well to attain the expected level. The results of the 2003 tests in Year 6 were well above average when compared to schools nationally and to similar schools. Forty one percent of pupils exceeded the expected level, which is well above average. All pupils make at least good progress and those attaining the higher levels make very good progress and achieve very well.
56. Throughout the school there is a strong emphasis on developing an understanding of number. By Year 6 pupils are confident using multiplication tables and other ways of handling number. The work of the lower attaining pupils is good, showing the impact of good support and well-matched tasks. The setting of appropriate tasks for both higher attaining pupils and those with special educational needs provides a good level of challenge for all abilities. Pupils enjoy mathematics, particularly the quick fire mental activities at the beginning of lessons. However, especially in Year 2, a great deal of reliance is put on worksheets. Although different tasks are planned for different levels of prior attainment, worksheets are sometimes too difficult for pupils who are finding it hard to learn quickly and too restrictive to those who learn easily.
57. The quality of teaching is good. Teachers are knowledgeable and enthusiastic. Introductions to lessons are brisk, motivating pupils to succeed and to be well focused on tasks set. Questioning is used effectively to extend pupils' understanding and knowledge. They are encouraged to explain how they arrived at their answers. Very good relationships give pupils the confidence to respond to questions. Teachers give good encouragement so that pupils are prepared to take a risk, often successfully, in offering answers and solutions. This adds to pupils' overall achievement. Planning clearly identifies tasks closely matched to all pupils' needs. The good support provided by the teaching assistants benefits all pupils with special educational needs and those for whom English is an additional language, helping them have equal access to the curriculum. All teachers share the lesson objectives with their pupils but not all consistently check if the pupils feel they have been successful. When used effectively, this helps pupils to know what they are supposed to be learning and teachers receive instant assessment of pupils who need more help. Assessment data is well used to highlight weaker areas of learning so appropriate support can be given. It is also well used to track pupils' progress but is not used sufficiently to provide individual targets. Extra classes to boost the pupils' attainment in Year 6 help to raise standards.
58. Recently appointed, the subject leader has undertaken monitoring of lesson plans, a scrutiny of pupils' work and an audit of resources. She is knowledgeable and enthusiastic, well placed

to move the subject forward. As yet the role is underdeveloped because no teaching has been observed in the subject.

### **Mathematics across the curriculum**

59. The use of mathematics across the curriculum is good. It is used well in design technology and science, particularly the use of measures, length and weight. Information in science and geography is recorded through data handling. Pupils use co-ordinates to design a treasure map.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Standards are above average in Year 2 and average in Year 6; pupils achieve well because they are well taught.
- A full and detailed curriculum is a good support to pupils' learning.
- Pupils have a thorough understanding of the practical and investigative nature of learning in science.
- Not enough emphasis is placed on the use of scientific vocabulary.

#### **Commentary**

60. The pupils' achievement in science is good. Standards of work seen are above average in Year 2 and average in Year 6. This is different from the results of national tests in 2003. In Year 2, pupils then were assessed as achieving average standards, although more pupils gained the higher grade possible for this age. However, pupils' practical and investigative skills were assessed as well below average. Standards in tests in 2003 for Year 6 pupils were average compared with all schools nationally and average when these pupils' attainment at age seven is taken into account. Test results for Year 6 pupils have fallen in recent years but currently show signs of some improvement. There is little noticeable difference in the attainment of boys and girls in tests. Pupils with special educational needs make progress that matches the rate of progress of other pupils. Pupils learning English as an additional language make good progress because they are very well motivated.
61. Differences between test results and standards in the work seen are accounted for by a number of factors. One reason is the quality of teaching, both currently in the school and over time. Standards in Year 1 and 2 are above average because pupils are being well taught. Standards in Year 3 to 6 are average and these year groups have experienced changes in teaching over time. Currently, pupils are responding well to good teaching and making appropriate progress. Overall, pupils have a good understanding of practical and investigative science. This was a particular problem for Year 2 pupils in teacher assessments in 2003. This area of science is now being well taught and achievement is better. Younger pupils make effective use of their literacy skills to accurately observe, discuss and record what they see. They begin to analyse materials and their use. Older pupils, especially those in Year 6, produce a large volume of work. Their standards are well promoted by the use of skills of reading and writing. Pupils find it difficult to explain their knowledge and understanding using appropriate technical vocabulary. For example, pupils in Year 6 find it difficult to use relatively simple terms such as 'frog-spawn' for frog's eggs. Although they have a good understanding of the scientific nature of fair testing for investigations, they do not use precise technical terms. They tend to use every day words to describe these functions. The use of subject specific vocabulary is under developed within the curriculum and teaching.
62. Teaching and learning are of good quality. Lessons are practically based and interesting. Teachers manage pupils well. There is good subject guidance. Teachers are able to take



lessons confidently and briskly, engaging pupils well. A particular asset in learning is the very mature and sensible attitudes pupils bring to lessons. They want to learn. They are prepared to listen, discuss, work together and try hard. As a result they get through a good volume of work. Teachers mark work well overall. In the best marking, pupils' efforts are valued and they are given guidance for further progress. Occasionally, although teachers discuss the work of younger pupils with them, acknowledgement of endeavour is only recognised by a tick. The school has effective strategies for whole school monitoring of pupils' progress. This is done through end of topic assessments and through collecting information from national and voluntary tests. Good use is made of this information to modify the programme of study.

63. Despite the absence of the subject leader, there is a good sense of purpose to the work of the subject. Effective curriculum guidance gives good support to teaching, especially where temporary members of staff are concerned. This is clear through the comprehensive curriculum, an important factor in pupils' achievement, and through the considerable volume of work completed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **very good**.

### **Main strengths and weaknesses**

- The school has maintained its strength in information and communication technology identified at the previous inspection.
- Pupils achieve well because appropriate skills are well taught.
- Systematic curriculum development ensures thorough coverage of the subject.
- Very good use is made of the computer suite; an improvement since the previous inspection.
- Subject leadership is enthusiastic and knowledgeable.

### **Commentary**

64. Standards in information and communication technology are above those typically expected in Year 2 and Year 6. Pupils achieve well. Pupils in Years 1 and 2 use their computer skills to enter and edit text. They begin to use computer technology as a research tool, seeking information to support their learning in history and science. They reflect their growing knowledge of art and design using a range of computer software painting techniques. They experience the delight of programming a floor robot, celebrating when it takes their intended pathway, puzzled when it appears not to follow their instructions. Pupils at this age log on to the computer, save and print their work, and log off when finished. They understand that information and communication technology applications affect their daily life, such as playing computer games or programming the video recorder.
65. Pupils in Years 3 to 6 build intensively from the start made in Years 1 and 2. They are very positive and enthusiastic about their work in information and communication technology and this increases their sense of achievement. Pupils have ample word processing and desktop publication skills. Much of the pupils' work on display is enhanced by their creative use of font, print size and graphic. Further, pupils apply these skills very effectively to PowerPoint presentations, to enhance their normal written work. Good use is made of spreadsheets and their graphing facilities. Pupils use spreadsheets to model mathematical propositions, enjoying the ease with which different problems can be solved through controlling different factors. Some very good work is to be seen using different painting styles, often reflecting the style of famous artists. Year 6 pupils have a very secure understanding of control technology, how devices such as a security light and burglar alarm use sensors, and how a program can be devised to control a range of events.
66. The quality of teaching in Years 3 to 6 is good and the pupils learn well. No teaching was seen in Years 1 and 2 but the evidence of discussions with pupils and sampling their work is that

they, too, learn well. The work available is testimony to the strength of their learning. In the lessons seen, teachers have very good subject knowledge and they use the technology available well. A particular example in a Year 3 lesson showed how the teacher was able to compare manual methods of presenting and analysing data with a computer generated database and graphs, considerably enhancing pupils understanding of the potential of information and communication technology.

67. The subject is very well led. Subject leadership is experienced and knowledgeable, giving a strong sense of purpose and direction to the curriculum. Very good use is made of the technology available, although machines in the suite are becoming out of date and sometimes unreliable. The school buys in good technical support to ensure pupils' progress is not hindered by lack of computers. The computer suite is very well used. Not only do pupils have weekly skill development lessons, but also good links are made with other subjects through the use of the computer suite. This adds to the richness of the curriculum the pupils enjoy. Governors take a keen interest in the work in the subject and bring their own expertise to bear on pupils' achievement. Occasionally, but rarely, opportunities are missed to use computer technology to support achievement, for example, the use of the digital microscope would have helped Year 5 pupils in their lesson on pollination. Laptop computers have been provided for all staff and this has intensified the use of information and communication technology for staff administration purposes and improved the staff's knowledge of the software available for pupils to use. This is a very appropriate and purposeful school development. The school takes a great deal of interest in keeping up to date with the way the subject is developing nationally. This has resulted in brisk curriculum development within the school. The consequent benefit to pupils is that they enjoy a full and rich curriculum.

### **Information and communication technology across the curriculum**

68. Information and communication technology is used well across the curriculum. It is used effectively to promote pupils' literacy skills. Some very good examples of the use of painting programs enhance pupils' learning in art and design. Pupils frequently present science or mathematics data in hand drawn graphs, but they understand how to use spreadsheets and databases. Beyond this, pupils have a very good and increasingly mature understanding of information and communication technology applications in everyday life.

### **HUMANITIES**

69. **Geography:** the school has made satisfactory progress in tackling the shortcomings reported in the last inspection. While standards in Year 2 are average as found at the time of the last inspection, standards in Year 6 have improved and are above the level typically expected at the end of Year 6. The pupils achieve well. Only two lessons were observed in Years 3 and 5 and therefore, no overall judgement was made about provision in the subject. Teaching was good in these lessons. The adoption of national guidance has been the biggest step forward in the delivery of the subject. Pupils confidently use information and communication technology to find information from the Internet and to present their work in an attractive way. There is no subject leader for geography because of the turn over of staff. Teachers seek advice from colleagues and other schools and use exemplar plans from the Internet.
70. **History:** no history lessons were observed during the inspection. It is clear from sampling of pupils' work that standards are at the expected level at the end of Year 2. In Year 6 the pupils achieve well and reach standards that are above the expectations for their age. The strength of the history curriculum is the way it promotes the use of reading and writing. There is also a clear focus on the teaching of historical enquiry. For example, pupils in Year 6 study World War II in depth and develop their skills of investigation using various resources, including information and communication technology. They investigate the children or the women of World War II, using pictures, newspaper cuttings, books and websites. Pupils learn to empathise with the past through writing letters home as a young soldier or a young woman in the War. Lessons have not been monitored recently. Despite this, there is a good sense of direction for the subject.

## Religious Education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Religious education promotes respect and interest in different faiths and beliefs, making a good contribution to pupils' personal and cultural development.
- Teaching and learning has not been monitored.

### Commentary

71. An analysis of pupils' work and discussions with pupils indicate that achievement throughout the school is satisfactory. Standards are broadly in line with the requirements of the locally agreed syllabus, lower than those found at the time of the last inspection.
72. The school places emphasis on caring for others and helping pupils to recognise the importance of the school community. Much of the subject is integrated with personal and social education. This has a positive impact on their learning. Teaching is judged to be satisfactory. Teachers have a sensitive approach which gives pupils the confidence to share views and ideas. For example, in a good Year 2 lesson, pupils responded thoughtfully to the teacher's questions on special people in their life. Discussion with pupils in Year 6 shows that they have studied a religion of their choice in depth. They have developed satisfactory understanding of Judaism and the differences to the Christian faith. However, their knowledge and understanding of other religions are not as developed. The recorded work seen in Years 3 and 5 show a growing knowledge of some of the important elements of different religious traditions and beliefs.
73. Resources are good, reflecting all the major world religions studied. The school invites parents and representatives of religious organisations to talk to pupils. This gives pupils good insight into the richness and diversity of cultures and faiths in the locality. The display of important festivals in different religions in the entrance hall is an example of the school's aim to develop its pupils' knowledge of the multi-faith community in which they live.
74. The subject leader has been in post for several years but has not had the opportunity to monitor teaching and learning in the subject to enable the development of teaching. It is difficult, then, to identify what the most important future priorities for the subject should be. Assessment is unsatisfactory because there is no single whole school strategy for recording progress in the subject, although the development of this is currently in hand.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Few lessons were seen in art and design, design and technology, music and physical education. It is not possible to make judgements about overall provision or the quality of teaching.
76. **Art and design:** standards are above the expected level at the end of Year 6. At the end of Year 2 the pupils develop an early understanding of working in different media and in two dimensions and three dimensions. They develop a good sense of line as they draw lifelike portraits of each other. In Year 2 pupils make good links between their careful observations in science and the collages they make using parts of the plants they have been studying. Pupils show good skills when cutting, arranging, assembling and fixing. Very good links are made in Years 3 to 6 with information and communication technology and a range of other subjects. The pupils study the work of famous artists and work in the style of different artists. For example, Year 4 pupils produced stunning acrylic monoprints with torn tissue overlays in the style of the Belgian artist, Leger. Other pupils investigated pattern using manual and computer

based techniques. In the two lessons seen the quality of teaching and learning was good. Despite there being no subject leader the school has shown an interest in curricular development and has consulted widely with outside bodies. This has enabled a complete response to the key issue of the previous inspection regarding the continuous development of skills and the expertise of teaching staff.

77. **Design and technology: the pupils** meet the expected standards at the end of Year 6. Artefacts begin with the simplest of materials in Year 1, developing into the use of quite elaborate and more difficult designs and materials by the time pupils reach Year 6. Particularly impressive are the Anderson shelters made by the older pupils, making a very good link with pupils' World War 2 study in history. No lessons were seen. The leadership of design and technology is good.
78. No judgements can be made about standards in **music**. A rehearsal of the Year 6 end of term production was briefly observed and some good singing was heard. The production is being very competently directed by the head teacher.
79. No judgement is made about standards in **physical education**. Planning shows that over the year all aspects are included. One lesson observed was very good and the other good. Teachers' enthusiasm helps to motivate the pupils to succeed and remain focused on the tasks. The lessons are well planned, brisk and give pupils the opportunity to develop their skills. Pupils are encouraged to evaluate each other's performance. The subject leader is very knowledgeable and enthusiastic. She has provided the staff with effective guidance and support. A range of extra-curricular sporting activities is offered, some open to Reception children, an opportunity rarely found in a primary school. The school does very well in local football and netball competitions, frequently winning trophies, thanks to the dedication and enthusiasm of both pupils and staff.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education is **very good**.

### **Main strengths and weaknesses**

- Personal, social and health education strongly supports pupils' personal development.
- Teaching is good overall with examples of very good teaching.
- A clearly defined policy and strong curriculum provide effective guidance for staff.
- The subject is well led.

### **Commentary**

80. The school is strongly committed to pupils' personal development and regular lessons play a good part in putting commitment into practice. A great deal of appropriate content in lessons gives pupils insight into themselves and into the actions, thoughts and feelings of others. This gives powerful support to pupils' moral and social development. It is further enhanced by strong messages in assembly and religious education. The value of what is being taught is seen in its outcomes: in pupils' maturity and positive attitudes; to self, to others and to school life and work. School policies, especially for good behaviour and for eliminating racism, are well supported and promoted by the content of personal, social and health education lessons. An increasingly influential part of school provision is the use of visits and visitors to promote parts of the curriculum. For example, the teaching about sex and relationships is supported by the work of the school nurse. Visitors from different parts of the community support teaching about respect for a range of cultures and beliefs. The school's provision for activities outside the normal school day, especially in sport, teaches pupils a great deal about themselves, both as competitors and as members of a team. An important part of the school's provision for personal development is the work of the school council, which plays a useful role in encouraging pupils to reflect on their school life, and how it can be improved.

81. The quality of teaching and learning is good and well enhanced through school assemblies. For example, assemblies have time for personal reflection on the theme of the day. The outcomes in pupils' learning are good. They know themselves well, are positive about and respect others and take pride in their achievements. Lessons always give pupils opportunity to speak their mind and to present views and opinions. A very powerful lesson, using an information and communication technology presentation on bullying, produced a great depth of understanding of feelings and motives, both of the bullied and the bullies. As a result, pupils were able to present a wide range of strategies, both to support pupils who may be bullied but also to deal effectively with incidents of bullying.
  
82. There is a very clear sense of direction and purpose to what is being taught. This is both the result of determination on the part of the school to make appropriate provision for pupils' personal development and also the result of perceptive subject leadership. The very good provision being made has very positive results in pupils' attitudes to school, each other and themselves.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*